



SITE IMPROVEMENT PLAN 2016

Building strong foundations for lifelong learning.

Respect: Responsibility: Excellence: Honesty: Resilience.

Guiding Principles:

- We are committed to responding to the current and future needs of individual learners and will work together in striving for excellence and the highest levels of achievement for all students, through personalised student learning and improving student engagement.
- We support our staff through effective performance development to deliver the quality teaching that is critical to powerful learning.
- We value the rights of students and teachers to work in an environment that ensures safety, engagement and wellbeing for learning and endorses the values of respect, responsibility, honesty, excellence and resilience.
- We believe that parents and carers are integral to the learning process and develop strong and personalised communication that supports successful family-school partnerships.
- We build a school culture based on our values and will embrace the history, traditions, cultural diversity, community interests, goals and strengths that are brought to the learning environment by all students and families.
- We foster leadership capacity at all levels; staff, students and community, and develop lifelong learners.

Site Strategic Goals.

Our overarching goal is for every student at West Lakes Shore to become a powerful and engaged learner through

- Striving for the highest levels of student achievement and the development of critical and creative thinking for all students.
 - Improving students' active participation and engagement in learning.
 - Improving student health and wellbeing for active engagement with learning and school.
- Building positive partnerships with parents, families, other education institutions, local businesses and community

WEST LAKES SHORE SCHOOL IMPROVEMENT PLAN 2016 DRAFT

Priority-Striving for the highest levels of achievement and the development of critical and creative thinking in all students.

<u>Priorities</u>	<u>Targets</u> (S.E.A.= Standard of Educational Achievement)	<u>Strategies</u>	<u>Evaluation Measures.</u>
<p>Literacy. Improving student abilities in understanding and applying comprehension skills.</p> <p>Increase student achievement in transferring learning in grammar, spelling, formalities and punctuation into all writing across every learning area.</p>	<p>90% students reach the DECD S.E.A. in NAPLAN reading. <i>85% meet the DECD S.E.A. in PAT R and Running Records.</i> 90% students achieve Australian Curriculum (A.C.) levels at C or better in English 10% students achieve A level in A.C. English 20% students achieve B level in A.C. in English <i>We aim for students to achievement in the top 2 bands at a rate of 60 % Year 3 45% Year 5 45% Year 7 in Reading. (Based on better than national figures).</i> High performing students (achieving in the top 2 band levels) maintain these levels in subsequent NAPLAN tests between year 3 and 7 at a rate of Reading 75%, Writing 40%, Spelling 80%, Grammar and Punctuation 65% (based on national data of R. 65%,w. 35%,S 73%, G&P 58%) <i>95% students demonstrate expected improvement in Naplan between years 3-5 and 7.</i> 90% of students demonstrate in equal or greater than the standard improvement between year levels in PAT Reading tests. Yr1-2 11pts, Yr2 -3 9 pts, Yr 3-4 8 pts, Yr 4-5 6 pts, Yr 5-6 3 pts, Yr 6-7 2 pts.</p>	<p>Improve teachers understanding of the elements of comprehension. <i>Provide professional development in teaching comprehension.</i> Develop and implement a common language around comprehension across the school. Comprehension skills will be explicitly taught at every level. <i>Implement moderation of common assessment tasks around comprehension.</i> Implement whole school approach to student editing including moderation of samples of writing for grammar, formalities, spelling and punctuation <i>Implement frequent un-scaffolded writing and student editing practice at all levels.</i> Introduce regular/daily writing activities will be across all levels and across curriculum areas. <i>Develop differentiation skills through the Transforming tasks.</i> Teachers plan together developing common assessment tasks and undertake moderation across year levels.</p>	<p>All staff measure student progress using the learner achievement data collection and analysis schedule which includes -Naplan Reading, Writing, Punctuation & Grammar, Spelling. -Running records -PAT Maths -PAT Reading -A.C. Levels. English/Literacy -Ravens Progressive Matrices</p>
<p>Numeracy Improving student automaticity in understanding and applying basic number facts.</p> <p>Improving the</p>	<p>90% students reach the DECD S.E.A.in NAPLAN Numeracy. <i>85% meet the DECD S.E.A. in PAT Maths.</i> 90% students achieve Australian Curriculum levels at C or better in Mathematics. 10% students achieve A level in A.C. Mathematics. 20% students achieve B level in A.C. in Mathematics. <i>We aim for students to achievement in the top 2 bands at a rate of 45% Year 3 35% Year 5 and</i></p>	<p>Daily quick maths skills and drills sessions will be implemented with a focus on number facts. <i>W.L.S.S. Powerful learning in number standards will be used as a basis for teaching basic number skills in every year level.</i> Students will be involved in reflecting on their learning and tracking their own success. <i>Professional development opportunities for staff in teaching mathematics will be provided.</i> Differentiation skills will be developed through</p>	<p>-Naplan Numeracy -PAT Maths -A.C. Levels. Math/Numeracy</p>

<p>ability of all teachers, to design learning which will create powerful and engaged learners of mathematics and numeracy</p>	<p>35% Year 7 in Numeracy. (Based on better than national figures) High performing students (achieving in the top 2 band levels) maintain these levels in subsequent NAPLAN tests between Year 3 and 7 at a rate of Numeracy 85%. (based on national data of 79%) 95% students demonstrate expected improvement in Naplan between Years 3-5 and 7. 90% of students demonstrate in equal or greater than the standard improvement between year levels in PAT Maths Yr1-2 15pts, Yr 2-3 14 pts, Yr 3-4 6 pts, Yr 4-5 6pts, Yr 5-6 4 pts, Yr 6-7 1 pt.</p>	<p>the Transforming tasks P.D. <i>Use of consistent explicit mathematical language across whole school will be supported.</i> Numeracy Blocks will be implemented in all year levels. Students will be supported to see numeracy across the curriculum with links to Connected Curriculum <i>Teachers will plan together particularly developing common assessment tasks and undertake moderation across year levels.</i> We will work towards developing common understandings of the characteristics of powerful learners in mathematics.</p>	
<p><u>Engagement ICT</u> Improving the quality and engagement in learning of all students through access, understanding and application of ICTs across all learning areas.</p> <p><u>Personal and Social capability</u> To improve the development of personal and social skills to develop powerful and engaged learners.</p>	<p>90% students receive a “usually” or “consistently” rating in the mid and end of year reports against the critical and creative thinking capability indicators.</p> <p><i>Student engagement as measured in the MYDI , TFEL engagement tool and student perception surveys improve on 2015 figures.</i></p> <p>90% students receive a “usually” or “consistently” rating in the mid and end of year reports against the personal and social capability indicators.</p> <p>Student attendance increases at all levels to 95%</p>	<p>Staff will be supported to develop a good understanding of Australian Curriculum Digital Technologies. <i>An ICT committee will be formed to investigate ICT resources.</i> There will be a program of Staff professional Development in teaching the AC Digital Technologies curriculum and implemented the ICT capability.</p> <p>The use of restorative approaches will be adopted <i>Staff will work with all students to understand and demonstrate the school values with an expectation of consistency and high standards.</i> A stronger buddy class program will be developed. <i>Students will have active participation and voice in developing high levels of engagement with learning.</i> Staff will revisit active pedagogies for learning</p>	<p>-A.C. critical and creative thinking and personal and social capability levels in twice yearly reports. -Australian Curr. ICT levels. -Middle Years Development Index. -TfEI Compass& Engagement surveys. -Parent, staff and student perception surveys. Australian Curriculum capability levels in twice yearly reports.</p>